

THE BULLETIN

UNIVERSITY OF TORONTO

DECEMBER 12, 2006 • 60TH YEAR • NUMBER 9

U of T Graduate Wins Rhodes Scholarship

By Karen Kelly

KOFI HOPE, A POLITICAL SCIENCE graduate, has won a Rhodes Scholarship for 2007. The prestigious scholarship provides a stipend and tuition expenses at the University of Oxford for two years, with an option for a third year.

Hope, 23, graduated in June, garnering high distinction with an honours BA in political science and a minor in religion and African studies while at Innis College. Throughout his university career, he has been a leader locally and nationally on the issue of violence in the African-Canadian community. He is the founder of the Black Youth Coalition Against Violence, which organized the BLING (Bring Love in Not Guns) summit last year as a response to gun violence in Toronto. While at Oxford, Hope will pursue a master's in philosophy with a focus on political theory.

"I'm interested in looking at

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CALL FOR PARTICIPATION



ACTION CANADA NOMINATIONS

ACTION CANADA IS A PRIVATE sector-federal government partnership committed to building leadership for Canada's future through an innovative fellowship program. Every year up to 20 exceptional Canadians in their early career years are selected to participate in a program of leadership development and public policy projects of significance to Canada. Nominations are now being accepted (all required documentation must be received by Jan. 26). Visit the Action Canada website at www.actioncanada.ca for more information.

LIGHTING UP THE NIGHT



Inshan Gocool (left) and Thomas Heaysman, both staff members at Hart House, hang lights on the tree situated in the quadrangle just outside the porter's desk. The tree is one of four that were cut from the University of Toronto's Hart House farm. Two hundred trees were planted this year and 30 or 40 will eventually be used for firewood at the farm.

Social Justice Feature of New College Courses

By WD. Lighthall

AS THE NEWLY INSTALLED PRINCIPAL of New College, Professor Rick Halpern is thinking a lot these days about the opportunities presented by the unique combination of the college's focus on social justice studies and its incredibly diverse student body.

"Today, New College is a key point of access to higher education for new Canadians," Halpern said. "It is fantastic that about 80

per cent of our student body are either immigrants themselves or the children of immigrants. This is proving to be a huge source of strength and innovation for us."

Since its founding in 1962, New College has pursued a mandate centred on equity, social justice and community advocacy studies. This academic direction is supported by programming that now encompasses women

and gender studies, equity studies, human biology, paradigms and archetypes and African, Caribbean and South Asian studies — collectively known as area studies. New College's focus on understanding historical and contemporary struggles for justice has, in turn, attracted a widely diverse student body and Halpern sees the synergy between the two as a

powerful launching pad for creating new and innovative programming.

"Our commitment to equity and social justice studies along with our diversity means that New College is an incubator for programs with academic and co-curricular components that not only serve the needs of our students but also those of the diverse community found in the wider

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STUDENT EXPERIENCE NEW COLLEGE
more on pages 8-9

Five Challenges of Superb Teaching

By Michah Rynor

GIVEN THE OPPORTUNITY, THE inaugural members of the President's Teaching Academy could spend a week discussing teaching methods.

At a recent teaching and learning symposium sponsored by the office of the vice-president and provost, they offered five specific ideas for use by faculty and staff from across the three campuses.

Professor Kenneth Bartlett of history and director, Office of Teaching Advancement, said students must be listened to when

it comes to their needs.

"They and their parents want a product that actually delivers," he said. "Secondary school students are trained to take part in classes and the lecture model often doesn't satisfy them. Good lecturers are participatory and they challenge the student to be excited to the point where they go beyond what is in their text."

John Percy, a professor of astronomy and astrophysics at U of T Mississauga, advocated for more teacher training.

"Faculty should be properly trained before and after they come

here," Percy said. "Some universities give a one-week course for new professors and such a course here should be compulsory."

He's troubled that most professors never receive a detailed assessment of their strengths and weaknesses. He'd also like to see tenure conditions clarified.

"What does 'competence' and 'excellence' mean when we ask it of professors? The criteria aren't clear to everyone and I don't know if tenure committees are consistent

in their requirements."

Professor Keren Rice of linguistics and director of the aboriginal studies program, said afterward that there is a need for smaller classes.

"Linguistics and aboriginal studies, for example, are two units with a lot of hands-on learning. The reason we can do

this is because of tutorials where students get the attention they need."

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BEST PRACTICES TEACHING
more on pages 6-7

IN BRIEF



PROFESSORS VIE TO REDESIGN SQUARE

SIX PROFESSORS FROM THE FACULTY OF ARCHITECTURE, LANDSCAPE, AND DESIGN will be taking part in the second stage of Toronto's competition to revitalize Nathan Phillips Square. Professors George Baird and Barry Sampson of Baird Sampson Neuert Architects, Toronto; Lisa Rapoport and Chris Pommer of Plant Architect Inc., Toronto; Adrian Blackwell, a design collaborator working with Plant, and David Bowick of Blackwell Bowick Partnership are each members of one of the four teams that made the final cut. Forty-eight teams from around the world submitted design proposals in the first stage of the competition. Stage II finalists will submit detailed design plans by Feb. 16. A public exhibition of the final designs will be held before the jury meets in early March to evaluate the designs and select a winner.

COMMONWEALTH HONOURS DEAN, ATHLETE

PROFESSOR BRUCE KIDD, DEAN OF THE FACULTY OF PHYSICAL EDUCATION AND Health, and Woodsworth College student Alexandra Orlando, a Commonwealth Games gold medalist, were honoured at the 26th annual Commonwealth Sports Awards, held Nov. 29 in London, England. Kidd received a Lifetime Achievement Award, while Orlando received outstanding female athlete honours. Kidd is a founder and current chair of Commonwealth Games Canada's International Development Through Sport Program. He was also a gold and bronze medalist at the 1962 British Commonwealth Games and a member of the 1964 Olympic Team. Orlando, a rhythmic gymnast, is the first athlete to win a gold medal in each rhythmic gymnastics discipline at a single Commonwealth Games, a feat she accomplished this year in Melbourne.

UTSC STUDENTS PROMOTE HEALTHY LIVING

THE HEALTH AND WELLNESS CENTRE at U of T SCARBOROUGH HAS introduced the wellness peer program, an on-campus initiative to provide students with information and support for leading a healthy lifestyle with a focus on social and lifestyle issues that students face everyday. There are four unique initiatives organized by the campus program co-ordinators, with the help of volunteer peer educators: Party in the Right Spirit, which aims to provide the student body with information that will help individuals make responsible choices when planning or attending social events involving alcohol; Leave the Pack Behind, a provincial initiative to provide the campus with information on tobacco and smoking-related issues for young adults; Sexual Health, the first wellness peer program to be organized on campus where students can discuss issues about birth control, barrier methods, sexually transmitted infections and healthy relationships; and the Nutritional Health program, designed to spread awareness about healthy eating choices.

AWARDS & HONOURS

FACULTY OF APPLIED SCIENCE & ENGINEERING

PROFESSOR MASAMIRO KAWAJI OF CHEMICAL ENGINEERING and applied chemistry is co-winner of the Engineering Medal — Research and Development of Professional Engineers Ontario and the Ontario Society of Professional Engineers. Internationally recognized for his work, Kawaji has provided new insights into complex microscale and microscale phenomena encountered in various energy systems. Kawaji received the award at the 2006 Ontario Professional Engineers Awards gala Nov. 18.

PROFESSOR SUSAN MCCABAN OF MECHANICAL and industrial engineering is among the 449 members of the American Association for the Advancement of Science (AAAS) to be elected a fellow of the association, an honour recognizing scientifically or socially distinguished efforts to advance science or its applications. Cited for distinguished contributions and innovations to the education of the next generation of engineers and scientists, McCaban was co-ordinator of Engineering Strategies and Practices when it made its debut in the fall of 2003. While she was co-ordinator, enrolment soared from 100 to 1,000 students. The new fellows were announced Nov. 24.

FACULTY OF DENTISTRY

PROFESSOR JAMES LEAKE, WHO ALSO TEACHES IN PUBLIC health sciences, is this year's recipient of the Ontario Public Health Association Life Membership Award, given in recognition of his outstanding contribution to the association. Life Membership is awarded at the discretion of the board of directors and is not necessarily presented every year. Founded in 1949, OPHA is a voluntary charitable association that provides leadership on issues affecting the public's health and strengthens the impact of people who are active in public and community health throughout Ontario.

FACULTY OF MEDICINE

LEE AHMED, A CLINICAL INSTRUCTOR IN OPHTHALMOLOGY and vision sciences, and Professors David Chow, Rand Simpson and David Wong are among the more than 1,000 eye doctors worldwide to receive the American Academy of Ophthalmology Achievement Award for their outstanding contributions to the academy. The awards were presented during the annual meeting in Las Vegas, Nev., Nov. 11 to 14.

PROFESSOR DANIEL DUROCHER OF MEDICAL GENETICS and microbiology is the 2006 recipient of the Maude Menten New Principal Investigator Prize in the biomedical theme category from the Canadian Institutes of Health Research's Institute of Genetics. The prize, announced at the fifth annual Canada Health Research Awards ceremony Nov. 22 in Ottawa, is

designed to recognize and support the research excellence of Canadian new investigators working within the institute's mandate.

PROFESSOR PETER LIU OF MEDICINE IS THIS YEAR'S recipient of the Federation of Chinese Canadian Professions (Ontario) Education Foundation's Award of Merit. Established in 1985, the Award of Merit recognizes professional achievement of Chinese-Canadians. Liu, scientific director of the Canadian Institute of Circulatory and Respiratory Health at the Institute of Health Research, was honoured in November for his research into heart failure.

PROFESSOR BRIAN WILSON OF MEDICAL BIOPHYSICS received the Lifetime Achievement Award Sept. 25 during the Optical Imaging Workshop 2006 for his extraordinary pioneering contributions to translating optical technologies. The workshop was organized by the International Society for Optical Engineering and held at the National Institutes of Health in Bethesda, Md.

PROFESSOR RONALD ZUKER OF SURGERY HAS BEEN ELECTED as an honorary fellow of the Royal College of Surgeons of Edinburgh, Scotland. Zuker's election to the college recognizes his accomplishments in the field of pediatric plastic and reconstructive surgery at the Hospital for Sick Children. Founded in 1505 as the Barber-Surgeons of Edinburgh, the college is the oldest surgical college in the world and since its founding has been dedicated to the maintenance and promotion of the highest standards of surgical practice.

U OF T AT MISSISSAUGA

PROFESSOR ROBERT REINZ OF BIOLOGY IS THE WINNER OF A Humboldt Research Award of the Alexander von Humboldt Foundation, given annually to scientists and scholars from abroad with internationally recognized academic qualifications. The research award honours lifetime academic achievement and winners are invited to carry out research projects of their choice in Germany in co-operation with colleagues for periods of between six months and one year. The initiative for nomination must be taken by established researchers working at universities or other research institutions in Germany; direct applications are not accepted.

COMPILED BY AILSA FERGUSON



U of T Closed Over Holidays

By Ailsa Ferguson

(416-978-0811)

THE UNIVERSITY WILL BE CLOSED from 5 p.m. Dec. 21 to Jan. 4 when normal activities resume. The holiday includes four paid leave days for faculty and staff for the 2006-07 year. During this period all buildings on all three campuses will be closed with the exception of Hart House (416-978-2452), the Athletic Centre (416-978-3436), the U of T Bookstore (416-640-5820), some libraries and the Division of University Advancement

Robarts Library will be open every day except Dec. 25, 26, 31 and Jan. 1 while the engineering and computer science library and the Gerstein Science Information Centre will be closed Dec. 24, 25, 26 and 30 and 31 as well as Jan. 1. The OISE/UT library will be closed Dec. 24, 25, 26, 31 and Jan. 1. For hours and services please contact the individual libraries or consult the U of T Libraries' website (www.libraryutoronto.ca). To facilitate the collection of

donations, the Division of University Advancement at 21 King's College Circle will open its doors from 9 a.m. to 4 p.m. on Dec. 22, 27, 28 and 29 and on Jan. 2 and 3.

As in previous years, the university intends to take advantage of this period of low activity to reduce energy consumption, although essential services will be maintained to critical areas. Any security issues or breakdown of building systems should be reported immediately to campus police at 416-978-2323.

THE BULLETIN

PUBLISHER: Erin Lemon • erin.lemon@utoronto.ca

EDITOR: Elaine Smith • elaine.smith@utoronto.ca

ASSOCIATE EDITOR: Ailsa Ferguson • ailsa.ferguson@utoronto.ca

DESIGN AND PRODUCTION: Caz Zvyatkovskas • Michael Andrechuk • Pascal Paquette

ADVERTISING/DISTRIBUTION: Mavic Palanca • mavic.palanca@utoronto.ca

ILLUSTRATIONS: Mike Andrechuk • mike.andrechuk@utoronto.ca

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1. To convey information accurately on the official University position on important matters as reflected in decisions and statements by the Governing Council and the administration.
2. To also publish campus news, letters and responsible opinion and report on events or issues at the University thoroughly and from all sides.

As approved by Governing Council, Feb. 3, 1988

Healing Tonics Bring Joy Through Music

By Laura Rosen Cohen

AS THE OLD ADAGE STATES, BUSY people always have time. Nothing could be more appropriate in describing second-year medical student Alice Han.

Han, raised in Toronto, did her undergraduate schooling in Montreal and earned a master's degree in Alberta before coming to U of T. Despite a rigorous academic schedule, she also finds time for music, taking song and cheer to disadvantaged and vulnerable populations as a member of The Healing Tonics—an extracurricular singing group made up of approximately 30 U of T medical, occupational therapy, physical therapy and music students.

"When I was in Montreal, we had a singing group and we did a lot of visits to the neurological ward of a hospital," Han said. "There was a woman who hadn't communicated in over a month with anyone but when she heard us singing, she looked up and said thank you. It was so moving, I realized that the music had touched her in a way that medication and words hadn't. I'll never forget that."

Han, who directs the group along with fellow medical students Andrea Warren, Danika Lam and

Rubini Pathy, makes a point of trying to get the group to places that rarely get their fair share of performances and the arts.

"Two weeks ago, we went to the Sojourn Refugee House. We really think it's important to go to places that don't generally have a lot of visitors. We always try to tailor our repertoire to the audience and this time we had a song in Swahili to sing and a lot of people knew the words and sang with us—it was wonderful," she said, smiling. "Music is a language that needs no translation, it just makes people happy."

Group members try to get together once every few weeks for a rehearsal. For performances, they are divided into two teams so that each member goes to about two performances a month. Some performances are done with piano accompaniment and others are a capella.

Han said that while the group's mandate is to make others happy through music, seeing people enjoy themselves does something to the performers as well.

"It's so therapeutic for us, too. There is such a genuine appreciation for what we do, with people dancing and singing along. It's hard to describe in words—but I would say it's pure joy," she added.



Blues players who play for Team Ontario pose with coaches Kristine Drakich (left) and Joely Christian (right). Pictured (kneeling) are Heather Bansley (left) and Caley Venn (right); (standing, left to right) Vivian Chan, Sarah Medri, Michelle Wood, Anastasia Danilova and Carley McIntosh.

Volleyball Blues Riding a High

By Elaine Smith

FOLLOWERS OF THE VARSITY BLUES women's volleyball program won't be at all surprised to learn that the team has received women's team-of-the-month honours from Ontario University Athletics.

After all, this is a team that has finished no lower than fourth in the OUA for the past 20 years and owns seven OUA championships. And at the midway point in the season, with a record of 11-0, it's OK to mention the "U" word—undefeated—without fear of jinxing them.

"Our goal is to win the OUA championship," said head coach Kristine Drakich, noting that the crown is more important than a perfect record. "That's what we want. There are a lot of very strong teams in Ontario, but it's about us."

Her team members are equally focused on reclaiming the championship the Blues won in 2004 but say any thoughts of a place on the national stage are premature.

"Last year, we had a lot of expectations but we looked beyond the OUAs and didn't see what was in

front of us first," said Michelle Wood, co-captain and a second-year physical education student, who is the team's libero (defensive specialist). "We set goals and our goal is to win the OUAs."

Drakich is confident that her team has the right stuff for the job. Seven new team members complement the eight returning players, who include Mila Miguel, team co-captain, and setter Anastasia Danilova, winners of the 2006 National Beach Volleyball Championship. Many of their teammates also extend their seasons by competing in beach volleyball.

"They're a talented, hardworking group," Drakich said. "They're self-motivated, self-disciplined and they know how to balance school and sport at a high level."

Said assistant coach Joely Christian, the 2005 Ontario coach of the year, "The athletes are incredible. They come in with a great attitude and a quest to learn and be more. They make it fun to come to the gym every day."

Add the excellent coaching and team chemistry to the mix and the Blues appear to have all the

ingredients for success.

"I love the program," said Heather Bansley, the starting left-side hitter and a second-year University College student. "Kris is a great, great coach and I love the team. The girls and coaches feel like family. We all support each other."

Wood agreed wholeheartedly. "We have experienced, knowledgeable coaches," she said. "They know so much about the game, it helps benefit us."

Although they always aim to win, whatever the outcome the players really try to gain more from volleyball than trophies and titles.

"Sport teaches you people skills, a strong work ethic and how to respect one another," said Wood. "When we have our own families someday, we'll all benefit."

The women's volleyball team next takes to the court Jan. 5 to 7, hosting the National Invitational Tournament. League play resumes Jan. 13 at 2 p.m. when the Blues host the University of Windsor. Visit www.varsityblues.ca for more information.



The Healing Tonics take music to people in distress.

PHOTO COURTESY OF ALICE HAN

U of T a Top 10 Family-Friendly Employer

By WD. Lighthall

THE UNIVERSITY OF TORONTO HAS earned new recognition for its efforts in becoming an employer of choice in Canada.

For the second consecutive year, U of T has been named one of Canada's top 10 family-friendly employers by *Today's Parent*, a magazine focused on parenting issues. *Today's Parent* reports that organizations making its annual list of leading family-friendly employers are setting the standard for workplace practices that provide an appropriate balance between work- and home-life demands.

"Practices that promote a

healthy work-life balance are the right thing to do and they link back to the university's overall objective, which is to be an employer of choice," said Rosie Parnass, quality of work-life adviser and director of the Organizational Development and Learning Centre. Being named one of Canada's top 10 family-friendly employers "says we're making progress in our efforts to address the needs of faculty and staff by creating a work environment that focuses on family-friendly policies," she added.

Making the list for two consecutive years is something Parnass attributes to the range and quality of health and well-being services

now offered by the university, including on-site childcare centres, children and youth programs during March break and summer, year-round physical and recreation activities for employees at Hart House and the Athletic Centre as well as the university's maternity, adoption and personal leave policies.

"I'm very proud of what we have to offer families, I think we have some good policies," Parnass said. "But more than that, we have some wonderful services that a lot of other organizations wouldn't necessarily provide."

Parnass also noted that the term "family-friendly" at U of T extends beyond initiatives geared to

younger children. She said the university has adopted a broad definition of family-friendly, citing programs designed to help employees with the challenge of caring for elderly relations and the tuition discounts available for the children of employees of university age. "We look at family-friendly in terms of all ages and stages," Parnass said.

Following the Royal Canadian Mounted Police, U of T was the second largest employer to make the list of the top 10 family-friendly employers. "That says there's a real commitment from senior leadership because in a large organization such as ours, you're looking at a diverse set of needs," Parnass

said. "One practice won't fit every situation so we need to be more flexible, adaptable and creative in generating programs that work."

To compile its annual list, *Today's Parent* joined forces with the editors of Canada's top 100 employers, compiled annually by Medicorp Canada Inc. (U of T made the 2007 top 100 employers list as well). More than 5,000 employers were invited to fill out a detailed questionnaire about their human resources policies and offer independent proof such as photos or newsletter articles. The result is a list of employers, large and small, who have policies geared specifically towards working parents.

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HISTORY ALOFT

By MICHAEL RYMON

ROW, ROW, ROW YOUR BOAT, gently up the ... ceiling? Visitors to First Nations House often do a double take when they see this birch bark canoe serenely floating above their heads. This 2005 gift to the office of aboriginal student services and programs from the pupils of Ontario's Pelican Falls First Nations High School on the Lac Seul reserve symbolizes the great knowledge, skills, innovations and technology of Canada's Aboriginal Peoples.



U of T Graduate Wins Rhodes Scholarship

(Continued From Page 1)
ethics and international development," Hope said. "The record of international development has been very poor across the world; I think part of the solution is in the theory. We need to conceive development as a process of partnership and empowerment — it's not just about increasing a country's GDP."

"Kofi Hope is one of those exemplary students who makes everyone associated with the University of Toronto proud," said President David Naylor. "He combines excellent grades with a firm dedication to community development, social responsibility and justice. I am delighted by his selection as a Rhodes Scholar."

Each year, 11 scholarships are

designated for Canada, with two being awarded to Ontario residents. Scholars are selected on the basis of academic achievement, outstanding character and diversity of extracurricular activities and interests. There are 18 other Rhodes Scholar jurisdictions around the world including Australia, Bangladesh, Bermuda, Germany, Hong Kong and India.

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Female Behaviour Often Unrecognized as Leader Behaviour

By Sonnet L'Abbe

THE SAME BEHAVIOURS CARRIED out by male and female leaders are perceived differently by followers and can influence how followers see themselves, says a U of T study that appears in the most recent issue of *Organizational Behavior and Human Decision Processes*.

Professor Kristyn Scott of management at U of T Scarborough and co-author Doug Brown of the University of Waterloo say people are not likely to see their female superiors as showing leadership if the women engage in more task-oriented, rather than communal, behaviour.

"We found that recognition of leadership behaviours thought of as communal — like granting sick leaves, communicating openly and being honest — did not depend on whether the leader was male or female," Scott said. However subjects had a harder time interpreting a woman's task-oriented behaviour — such as fighting for resources or pushing a team to be No. 1 — as showing leadership.

Subjects were presented with identical behaviours performed by men and women. Then they were given a psychological task that indicated how easily the respondent fit the behaviour into their own established ideas — their prototype — of leadership. When the agent of the behaviour was a woman, the respondents took longer to connect the behaviour with leadership qualities. Participants were also more likely to describe themselves as having leadership traits when exposed to a male task-oriented leader rather than a female.

"Our studies represent the first evidence that gender bias in leadership emerges very early on in our information processing. We also have the first evidence to show that this bias affects how people perceive themselves."

The findings suggest the pervasive and unconscious nature of resistance to following female leaders. "Leadership is in the eye of the beholder. People observing the behaviour of their superiors will try to match that behaviour against their leader prototype," Scott said. "The ongoing challenge for female leaders is to be perceived in the same way as male leaders."



Professor Tony Toneatto (left) and nursing student Linda Nguyen are co-authors of a forthcoming research paper.

Nursing Student Researches Mindfulness Meditation

By Michelle MacArthur

WHAT HAPPENS WHEN PEOPLE meditate? Are they able to stay present and focused or do they drift away to thoughts of what to cook for dinner?

"Little is scientifically known about what actually happens when people practice meditation. Current literature only shows statistics before mindfulness exercises and after, nothing in between," said Linda Nguyen, an undergraduate nursing student.

Nguyen is currently serving as co-investigator on a pilot study on mindfulness meditation, a Buddhist practice that centres on the ability to respond to mental events with an attitude of non-judgmental, accepting, present-moment awareness. The practice has gained popularity in western medicine.

"The study aims to find out in a scientific way what happens when

people are mindfully meditating and to correlate those findings with their quality of life and their stress levels," said Tony Toneatto, a professor in the departments of psychiatry and public health sciences who is working with Nguyen on the study.

AS A NURSING STUDENT,
NGUYEN IS RELISHING
THE OPPORTUNITY TO
CONDUCT RESEARCH THAT
IS DIRECTLY RELATED TO
HER FIELD OF STUDY.

"In mindfulness and these kind of programs that teach mindfulness, it's important to remain present, non-judgmental, accepting — whatever happens in your mind, you're not holding onto it, you're

not rejecting it, you let it come and go. You have an attitude of benign observation. But in reality we don't know if people are doing that," Toneatto said. "So the research really can only be valid if we understand more about what happens when people meditate."

Nguyen and Toneatto recently co-authored an article on the effectiveness of mindfulness meditation that will be published in the *Canadian Journal of Psychiatry* in the spring. Their work on the article prompted Nguyen to suggest further research involving students in Toneatto's undergraduate course on Buddhism and psychology.

Participants in this pilot study were asked to practise mindfulness meditation daily for eight weeks and rate their experiences. Once the study is finished the findings will be compared against questionnaires on previous meditation experience, mindfulness ability and overall

stress levels and quality of life, completed by participants before and after the study.

"We hope that this study will help explain the variability in the benefits people may get from meditating since not everyone benefits equally," Nguyen said. "The study will also help identify the kinds of problems that meditators who are not usually practising with an experienced meditation teacher might encounter along the way."

As a nursing student, Nguyen is relishing the opportunity to conduct research that is directly related to her field of study.

"The most rewarding aspect for me is that, being in nursing and working directly with patients, it's going to give me an additional method for helping people cope with their lives and/or conditions. It's just one more way that will allow me to help more people," she said.

Twenty-Four Research Chairs Announced

By Jenny Hall

AS A CHILD JENNIFER RYAN wondered about the way amnesia was portrayed on television: characters would suddenly wake up not knowing who they were. Today she is pioneering the study of how the brain organizes memory — and she is among the 24 new Canada Research Chairs awarded to U of T in a Dec. 7 announcement.

"I'm interested in how different neural systems work together to support memory — or how they break down with damage," said Ryan, a professor of psychology and a scientist at Baycrest's Rotman Research Institute. "Understanding how these systems break down might also tell us about how we can get around some of the memory deficits we see in aging and possibly in

amnesia." Ryan will use her funding to study memory loss by mapping the areas of the brain that are associated with different types of memory.

The Canada Research Chairs program supports leading-edge research at hospitals, universities and research institutions. The university secured \$23,700,000 in funding in this round of competition. Twenty-four new chairs were created and nine existing chairs were renewed, bringing U of T's total number of active chairs to 240.

"The Canada Research Chairs program continues to help us attract and retain some of the world's leading researchers as well as early-career rising stars," said Professor John Challis, vice-president (research) and associate provost. "We are also fortunate that part of the mandate of the program

is a commitment to teaching. In addition to conducting their own scholarship, this group will nurture the next generation of researchers."

The new Tier I chairs are: Marlene Behrman (psychology); Charles Boone (Banting and Best Department of Medical Research); Ran Hirschl (political science); Gordon Keller (medical biophysics); Stephen Kudla (mathematics); Christopher McCulloch (dentistry); Sean Thomas (forestry); and Jack Tu (medicine).

The new Tier II chairs are: Warren Chan (biomaterials and biomedical engineering); Leah Cowen (medical genetics and microbiology); France Gagnon (public health sciences); Stephen Gardin (laboratory medicine and pathobiology); Anthony Hanley (nutritional sciences); Igor Jurisica (computer science); Thomas

Kislinger (Banting and Best Department of Medical Research); Evelyn Lambe (obstetrics and gynaecology); Jennifer Murphy (chemistry); Avery Nathens (surgery); Li Qian (electrical and computer engineering); Jennifer Ryan (psychology); Ayelet Shachar (law); Simon Sharpe (biochemistry); Elisabeth Tillier (medical biophysics); and Joseph Wong (political science).

The following Tier II chairs are being renewed: Parham Aarabi (electrical and computer engineering); Brian Feldman (pediatrics); Timothy Hughes (Banting and Best Department of Medical Research); Prabhat Jha (medicine); Rupert Kaul (medicine); Michael Ohh (laboratory medicine and pathobiology); Shuzo Sugita (physiology); Andrew Wilde (medical genetics and microbiology); and Philip Zelazo (psychiatry/psychology).



Resource Centre for Academic Technology director Linda Murphy-Boyer

RCAT Integrates Teaching, Technology

CLASSROOMS at U of T come in many shapes and sizes—the majestic Convocation Hall, the University College classroom with a balcony and even the virtual classroom.

Today faculty members can harness technology to get the most out of their designated classroom space with the help of the Resource Centre for Academic Technology (RCAT). RCAT provides faculty members with guidance on using technology to enhance their teaching.

"I have never thought that technology should drive teaching," said RCAT director Linda Murphy-Boyer, herself a former psychology instructor, "but I do think that technology can be used effectively to help with teaching."

Murphy-Boyer is a strong believer in using the Internet to promote student engagement, especially in larger classes where students have trouble feeling a sense of community with their classmates. She's particularly excited by the recently unveiled web portal that helps students "to find things, get things and do things."

The portal is a gateway to the university; when students sign on, they have access to information

tailored to their needs. With the learning system components, professors may post slides, video clips and other visual and audio class components for lectures, distribute class announcements, provide tutorials and project instructions and include reading lists and other references. A class project may be distributed online and students may then use the system to break into smaller groups. The professor can monitor their online discussions and the entire class can discuss and analyse the topic together.

Of course, technology can never replace a real live class conducted by a highly educated professor but it can improve the learning experience, Murphy-Boyer contends.

"The entire course isn't online so students still get the traditional learning environment but technology can help to make good faculty even better. Our focus is never to force any professor or lecturer to use these tools but we want them to know that this non-threatening, easy-to-use teaching aid is available and my staff and I are more than willing to assist the teachers."

Currently there are 18,000 classroom participants in the

portal and more than 600 courses are now online. The university plans to continuously support expanded faculty participation. As well, student organizations and other groups and departments are deploying the portal's functions and services to better communicate and provide targeted information to their constituents.

"We unveiled the portal in September and right now as a baseline goal we'd like to get a majority of professors posting their syllabuses, office hours and test times online," Murphy-Boyer said. "This would help our students tremendously. U of T has never had one specific portal where a student could say I know where I can find all of my courses. Now we do."

RCAT (<http://rcat.utoronto.ca>) also conducts hands-on computer workshops for faculty members including sessions on designing and developing websites using such programs as Dreamweaver, the effective use of PowerPoint, analysing data and using statistical software.

There are all sorts of reasons to use technology in the classroom, Murphy-Boyer contends, but the main reason she cited is that it actually helps students to learn and communicate.

UTM AND UTSC Are

CHANGE IS ONGOING in the world of education; what worked yesterday is often rethought or reshaped today.

Faculty at the Mississauga and Scarborough campuses are among those at the forefront of rethinking the way a student's learning experience unfolds.

Work placement programs at UTM are being swept up in this wave of change. Today, internships for courses such as environmental studies, business management and psychology are being integrated into a student's academic workload. Students no longer lose valuable class time as a result of being off campus for months at a time or on placements far from home.

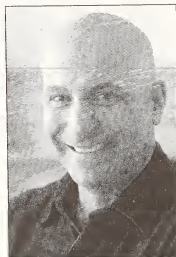
"Usually this [placement] translates into one day a week of off-campus work," said Barbara Murck, a senior lecturer for UTM's geography department, "and we're proud of the fact that virtually all of our placement partners ask to take part again—including all levels of government, corporations, conservation authorities and environmental groups such as the Sierra Club."

Murck's colleague, chemistry senior lecturer Judith Poe, associate chair of chemical and physical science, is also changing the UTM student experience with her online program she calls Virtual Office Hours.

"This is a space where students can ask questions either confidentially or publicly," Poe said. "I got

the idea when faced with large numbers of students asking the same things over and over again. A lot of them now tell me it's the most valuable learning tool they have because they learn not only from my answers but from the questions of other students."

In fact, so far this year Poe has answered more than 700 questions and the website itself has received close to 12,000 visits.



Professor John Bassili

Dean Ragnar-Olaf Buchweitz, vice-principal (academic) at U of T Scarborough, is enthused about the FSquared program (foundation skills for sciences). Jointly run by biology professors and Teaching and Learning Services at UTSC, it allows students to take an additional fourth hour in the first-year biology course where they are trained in basic science

Five Challenges of Superb Teaching

—Continued From Page 1—

Rice also wants more flexible tests and exams for every kind of student. "We have students right out of high school, mature students, international and LGBTQ students and students coming from complex family situations and you've got to make sure that you don't add restrictions to their coming here. Testing methods have to be flexible as well as program requirements."

Professor Carol Rolheiser of

curriculum, teaching and learning at OISE/UT wants to look into mentorship programs for professors "to help their teaching through others who have the skills to support both new and established faculty members."

Having published extensively on student assessment, she feels the need for a review of how it's dealt with. "How do students feel about assessment processes and what's important to them? How can we do better when it comes to

students getting feedback, not just a summative grade at the end?"

Symposiums and similar opportunities for the members of the Teaching Academy to share these and other observations, Reznick said, "highlight the importance we all place in education and I think that singling out recipients by these awards is more an issue of acknowledging the tremendous work being done by thousands of faculty slogging away at the educational frontlines."



Professor Carol Rolheiser, Ontario Institute for Studies in Education

PIONEERS IN TEACHING

skills — such as collection and presentation of statistical data and preparation of lab reports — and are also given general advice on academic life such as how to study effectively for an exam and dealing with stress.

"This also improves a student's ability to get information and instructions off the Internet, present data efficiently and interpret information properly," Buchweitz said.

He added that since the program came into being, the quality of lab reports and other work has increased and class grades have improved substantially. As well, UTSC will soon employ the innovative library program called 24/5 that will allow students to use the library 24 hours a day from Monday to Friday for research work or just as a place to study. Weekend hours will also be extended.

The students in UTSC psychology professor John Bassili's class, as

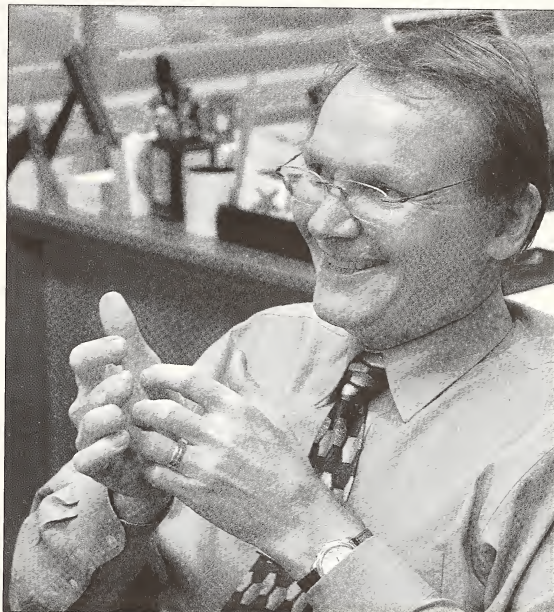
well as students from 13 other courses, can view lectures live or on the Internet, whichever fits their busy schedules.

"We've had incredible testimonials posted from students who feel the taped lectures make concentration and note-taking easier," Bassili said. "The web, as we all know, is very popular nowadays, so given the option the majority of students are choosing online instruction. And many of these streamed lectures have discussion forums afterwards so there is a high degree of student socialization taking place."

"This kind of educational technology is just one more tool we are utilizing when it comes to the entire student experience package," said Professor Vivek Goel, vice-president and provost. "Technology can facilitate interactions between students and faculty by reducing time and space barriers."

Advice From U of T's Inaugural Teaching Academy Members

- "We need more opportunities to look at a variety of pedagogical approaches to teaching and learning and substantiate whether or not they have a powerful impact on students. After trying them out and having some successes, we can then share these ideas with others." *Carol Rolfe*.
- "A professor I knew chose one new teaching strategy a year that he then implemented into his classes. After researching what worked and what didn't he would then refine it. The next year he did the same thing over again, adding yet another new approach to his repertoire." *Carol Rolfe*.
- "We need to find mechanisms by which we can engage our students in the process of their own education as well as finding some way in which our colleagues in their offices or labs can help those students who deserve, need and want additional stimulation. As well, when appointments are made, teaching abilities should be taken seriously into account for new faculty and when professional development is discussed, teaching should be an essential function because teaching must become an elemental part of the institutional culture here." *Kenneth Bartlett*
- "There are a number of challenges facing us such as the adequate funding of teaching. Also, the challenge that we deal with our students as individuals because they all have different learning styles and needs, that's difficult to accommodate in both large classrooms and small group teaching." *Richard Reznick*
- "There is no problem with our library system buying the right books for our students but if materials in high demand aren't available when the students need them this becomes a real problem." *Keren Rice*
- "We have excellent academic and crisis counselling services for students but it's sometimes hard for them to access them because of the sheer number in need. It would be helpful if we had a better support system for students in crisis." *Keren Rice*
- "One of the pillars of Stepping Up is community outreach for students but I think the university could do more to co-ordinate and support this. As well, we need to do a better job of communicating to these communities that are engaged with us what we are actually doing. We need to better inform them of the opportunities available." *John Percy*



Arts and Science Dean Pekka Sinervo

Arts & Science Undertakes Curriculum Review

A UNIVERSITY IS AN ORGANISM THAT IS CONSTANTLY reinventing itself, always on the cutting edge. It never grows old.

Since it has been 20 years since a curriculum review last took place at the Faculty of Arts and Science — a millennium in the world of education — Dean Pekka Sinervo and his faculty established a committee chaired by Susan Howson, vice-dean (undergraduate education and teaching) and Joseph Desloes, chair of geography, to rethink the way his faculty teaches and moulds its students.

"The world changes and our idea of what is appropriate in terms of what students need to learn and the skills they need change too," he said. "Society is more international today and so is the university. Half of our student and faculty body were born outside of Canada and 15 per cent of our students are international, so we need to provide a more diverse curriculum. How strong are our African, Asian, South American and LGBTQ programs? How current is our urban studies program?"

The review, begun last year, resulted in a release of a green paper in early 2006. The review is asking the most fundamental questions, including what exactly an undergraduate degree from the Faculty of Arts and Science represents. A white paper distributed in May 2006 contained the 16 key questions that the review will focus on.

"So much is different now but we still have the same definition of our degree," Sinervo said. "What standards should we expect from those applying to come here? How many credits realistically should one need? What exactly does it mean to be in a program that is either a major or a minor? How are our degrees different from those at McGill, UBC, Chicago or Berkeley?"

Sinervo is seeking answers from his faculty and staff (numbering 1,500), students (close to 30,000) and alumni (more than 300,000).

"Students provide a key perspective because they

have insights that we as administrators often don't have. As for alumni, they know what happens once a student leaves here. They can help us know if we're preparing them well for the outside world."

He wants to know how the faculty can enable students to think critically, deal with the information explosion, improve their research skills, better access the library system and feel confident about their writing and communication skills. "In short, a re-examination of the entire student experience," he said.

Sinervo is also concerned with helping students simply find their way around this huge university.

"THE WORLD CHANGES AND OUR IDEA OF WHAT IS APPROPRIATE IN TERMS OF WHAT STUDENTS NEED TO LEARN AND THE SKILLS THEY NEED CHANGE TOO."

"I want to hear ideas about creatively addressing areas seen as limitations or weaknesses to our size," he said. "Of course, U of T and the city will always be big — we can't do anything about that. But how can we provide better guidance?"

One result of this process, Sinervo believes, will be more academic choice for the students, providing them with curricular options that are well aligned with the overall expectations of the degree. He's confident that when the final report is ready in mid-2007, the Faculty of Arts and Science will be more responsive, flexible, intellectually challenging and current — in other words, in good shape for at least another 20 years or so.

Stories by Michael Ryan

NEW COLLEGE FOCUSES ON ADVOCACY, SOCIAL JUSTICE

New College student Patrick Sharangabo, a Rwanda native.

Rwandan Survivor Calls New College Home

ASK PATRICK SHARANGABO WHY HE CHOSE TO MAJOR in African studies, based in New College, and he prepared for an answer that's as heroic and inspiring as it is heartbreaking and tragic.

Sharangabo, now in his fourth year at U of T, came to Canada from Rwanda where he was one of the few members of his immediate family, who are Tutsis, to survive the genocide that tore the African nation apart in 1994.

During the violence that racked the country, Sharangabo, 12 years old at the time, was severely wounded in the back of the neck from a machete attack by a member of a Hutu militia group. He was left for dead, regained consciousness, crawled his way to safety and was able to reunite with his mother. Eventually, with urging and help from his mother, he was able to come to Canada.

Once in Canada, Sharangabo was determined to go to university and make the most of the freedoms of Canadian life such as the right to go to the school of your choice and to live and work wherever you want. "School was important to me. People that were killed in the genocide were killed after they had been denied for a long time all those sorts of things," Sharangabo said.

Shortly after upgrading his high school education to meet Canadian university requirements, Sharangabo heard about U of T's Transition Year Program. He was accepted and credits the program with helping him improve his English writing and

language skills — his schooling in Rwanda was in French — to university level.

Once at U of T, he pursued African studies, part of the area studies program at New College, an academic stream including Caribbean and South Asian studies. Choosing African studies gave Sharangabo the opportunity to ask some hard questions about how forces such as colonization have affected African people and society. "How do you get the result that you have in Africa today?" Sharangabo asks. "The idea of my studies is trying to answer some of the questions buried in that."

"When I chose African studies, part of it was due to my experience as an African but more so from my personal experience as a genocide survivor," Sharangabo said.

It was also during that first year at U of T that he made a few friends from New College, which he later chose as his home college. What interested Sharangabo about New College was more than its focus on equity, social justice and cultural studies. There was also the college's relaxed and flexible atmosphere, diverse student body and helpful staff. "The idea of bureaucracy was not visible in a sense because there's a lot of help in New College and as a new student to the university, that's what I was looking for," he said.

Sharangabo said that inside the classroom, there's a tangible benefit from the ethnic and cultural diversity found within the college. "The classes you have in New College are very interactive. The classes you have in other departments, you don't find that as much," he said. "In discussion on any issues, everybody comes from all types of corners, so it contributed to the idea of social justice and equity because there's more voices and it brings out a more rich discussion."

Globalization Feeds Interest in Area Studies

NEW COLLEGE IS A PLACE WHERE globalization, world history and Canadian multiculturalism come together under a single academic roof known as "area studies."

Comprising African studies, Caribbean studies and South Asian studies, New College's area studies programs are at an exciting juncture. They've struck a chord among a multicultural group of students whose wide-ranging academic interests reflect their cultural diversity. Increasing globalization also makes them popular and relevant.

"We are at a university that emphasizes internationalization and we live in a world where globalization is the talk on everyone's lips and the Caribbean offers an early example of globalization," said Alissa Trotz, the recently appointed director of Caribbean studies who is also an associate professor of women and gender studies.

Europeans started arriving in the Caribbean about 500 years ago and subsequently the region absorbed diasporas from Africa, South Asia and elsewhere, making the region's history useful in studying the impact of globalization, Trotz said.

Area studies play an important role in providing U of T students with a more critical and balanced view of an increasingly globalized world, said Professor Kanishka

Goonewardena of geography and urban planning, director of South Asian studies.

"At U of T and in Toronto we have people from all over the world so our teaching and curricula have to reflect everyone's experience, not just the western European experience," said Goonewardena, also the director of the Centre for South Asian Studies in the Munk Centre for International Studies. "In the world today it's certainly possible that many of our students will go on to work in other countries and cultures. It will be really useful for them to have substantive and critical knowledge of other parts of the world and this is what we try to offer with area studies."

Trotz is eager to see additional programming that meets student interest in courses reflecting their national and cultural heritage. She is working to increase courses offered in conjunction with other departments and disciplines. A new course, developed with the Department of Spanish and Portuguese, focuses on Hispanic Caribbean culture. Entitled *Insights and Images of Cuba*, it begins next academic year.

With academic interest growing, Goonewardena said he hopes to work with New College and the university to increase the number of tenure-track faculty given the opportunity to specialize in area studies. This will help "students build more meaningful and more substantive relationships with professors and other mentors in South Asian studies. And another benefit is that students learn more from teachers actively engaged in research; they get more of that cutting-edge knowledge in the field."

NEW COLLEGE FACTS

- New College was founded in 1962 and celebrates its 45th anniversary in 2007.
- Enrolment in its first year was 800 students. Today, approximately 4,300 Faculty of Arts and Science undergraduates are enrolled.
- Close to half the students living in residence at New College are from the professional faculties of engineering, pharmacy, music and physical education and health, making the residence diverse.
- In 1969 New College had 20 faculty members. Today, faculty, instructors, staff and other employees number about 200.
- 44 per cent of the college's first-year students speak English as a second or third language.
- Professor Rick Halpern is the ninth principal of New College.



Professor Alissa Trotz, director of Caribbean Studies.

(Continued From Page 1)
Toronto area," Halpern said.

Aware of the college's specialized academic focus, the Somali Students' Association and the Tamil Students' Association approached New College with proposals to start Tamil and Somali language classes. The Tamil language course is underway and the Somali class launches next academic year and both are partially funded by the student groups that proposed them.

New College's longer-term goal is to build additional Tamil and Somali courses around these initial language instruction courses. "We could not do these language

kinds of ideas would be well received and nourished. What we can take from this is that we need to think of the student and wider community as partners, as stakeholders and as a resource."

"WE NEED TO THINK
OF THE STUDENTS
AND WIDER
COMMUNITY
AS PARTNERS,
AS STAKEHOLDERS
AND AS A RESOURCE."

In another community partnership, New College recently received \$200,000 from Sarvodaya-Canada, an organization that advocates for peace and social justice. The funding is being used to develop a course on nonviolence and another on social change, both with internship opportunities for students. "We want to develop an academic stream in advocacy and activism in which we supplement the classroom experience with internships, giving students the

opportunity to take intellectual ideas and apply them to real life situations," Halpern said.

Within area studies, New College is working to develop new courses that are collaborations between the three streams of African, Caribbean and South Asian studies. At the same time, the college is working with other

faculties and departments to increase interdisciplinary learning opportunities available to students in area studies.

Though it's the youngest sibling to six older colleges on the St. George campus, New College has succeeded in creating a strong and singular identity for itself, Halpern said. "We have come a

long way in diversifying our student population and our curriculum. And our commitment to social justice and equity studies explains many of the outreach programs we have and it explains the very strong relationships we enjoy with various communities of new Canadians in the Greater Toronto Area."

Social Justice Feature of New College Courses

courses on our own," Halpern said. "These student groups came to us because they knew that New College was a place where these



New College principal Rick Halpern

PARENTS GROUP SUPPORTS STUDENTS

Stories by W.D. Lighthall



New College student Cynthia N'geleka-Kazadi.

"To be a mother and a student is hard for many people," said Cynthia N'geleka-Kazadi, a fourth-year humanities student, the group's co-ordinator and mother of two grown children. "New College Moms and Dads is a mutual support group where student parents meet and discuss the stress of balancing academic demands with the demands of child care."

The approximately 40 members of the New College Moms and Dads Group meet on the last Friday of each month in the college's dining hall. The meetings, usually about two hours long, take place over lunch and give student parents a chance to socialize with their peers.

"With the single parents group, it's really a place for us. It's hard for us to go into groups as parents because they tend to be in the evenings when our kids are at home with us," said New College student Teresa Biderman, who is studying political science and German while raising her son Patryk, now three years old.

The meetings also serve as a forum for academic and other types of support. Guest speakers and presenters in the past have included representatives from the university's family care office, Career Centre and the New College Writing Centre.

"We discuss different problems the group would have," N'geleka-Kazadi said. "How to live on a budget, the challenges of meeting academic deadlines, areas like the family care office where caregivers can go to get help with parenting challenges from counsellors. We give them information to help them excel and manage the twin demands of parenting and classes."

At one meeting a career counsellor

provided insight into what's required to get started in various careers and offered guidance on writing resumes and getting them out to employers.

"It was very helpful and informative and it just kind of pushed you really well. It was kind of like a career day for student parents," Biderman said.

Sally Walker, New College registrar, said she's noticed that student parents who belong

to the group tend to do better academically. Other members have told her that from participating in the group they feel more engaged with the university and are having a better experience outside the classroom.

"Generally people who get involved do better and even if they don't do better academically, they feel better about themselves and their undergraduate experience here," Walker said.



New College student Teresa Biderman, a member of the Moms and Dads Group.

EARNING A UNIVERSITY DEGREE ALWAYS means balancing time and commitments, but students who are parents face an array of challenges not typically faced by their peers.

Student parents are often, though not exclusively, mature students. They have less time for socializing outside the classroom and, with their interests outside university life largely focused on their children, tend not to have as much in common with other students. In many cases, they also face financial constraints.

The New College Moms and Dads Group was established in 1992 to help students who are raising a child, or children, manage the challenges of being both student and parent.



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BOOKS



The following are books by U of T staff. Where there is multiple authorship or editorship, staff are indicated by an asterisk.

A Daily Advancement in Masonic Knowledge: The Collected Blue Friar Lectures, edited by Wallace McLeod (Macony Publishing and Masonic Supply Company, 348 pages; \$17.50 US). The Society of Blue Friars is a small group of scholars who have conducted serious research into various aspects of Freemasonry. It was formed in 1932, explicitly to recognize Masonic authors. Every year one new member is appointed and is required to present a lecture at the annual consistory in Washington, D.C. This collection of 46 papers from several different sources, some previously unpublished, discusses various topics; most deal with history and African biography.

Enigmas and Riddles in Literature, by Eleanor Cook (Cambridge University Press, 291 pages; \$80 US). This study investigates the literary trope of the riddle and its relation to the broader term "enigma." Analyses of the history and functions of enigma draw on classical and biblical through to modern writing. Examples concentrate on literature written in English, especially modern poetry, with three detailed case studies on Dante, Lewis Carroll and Wallace Stevens. Two longstanding rhetorical figures of speech, "enigma" and the "griph," are revived for their usefulness. The study also examines enigma personified, questions of riddle

and genre, figures for enigma and other functions of the riddle from protection to statecraft to innocent amusement.

Schooling and Difference in Africa: Democratic Challenges in a Contemporary Context, by George J. Sefa Dei*, Alireza Asgharzadeh, Sharon Eblaghie Bahador*, Riyad Ahmed Shahjahan* (U of T Press, 336 pages; \$85 cloth, \$39.95 paper). Since the 1950s when most African countries gained political independence, schooling has presented difficult challenges. The issue of diversity, however, has received little attention in the discussions of these challenges. This book aims to understand how differences such as ethnicity, class, gender, language, religion and disability play out in African school systems, particularly in Ghana.

Curing the Colonizers: Hydrotherapy, Climatology and French Colonial Spas, by Eric T. Jennings (Duke University Press, 288 pages; \$74.95 US cloth, \$21.95 US paper). Combining the histories of empire, leisure, tourism, culture and medicine, this book sheds new light on the workings of empire by examining the rationale and practice of French colonial hydrotherapy between 1830 and 1962. It traces colonial acclimatization theory and the development of a "science" of hydrotherapy appropriate to colonial spaces, chronicling and comparing the histories of spas in several French colonies—Guadeloupe, Madagascar, Tunisia and Reunion—and in France itself.

The Poetics of Anti-Racism, edited by Nuzhat Amin and George J. Sefa Dei* (Fernwood Publishing, 160 pages; \$19.95). The sense of white entitlement is seen through discourses of "what about us" when issues of race and equity are raised in the classrooms of the dominant group. Even when race issues are grudgingly acknowledged there is the politics of moral distance apparent in the dominant body "playing the race card" through evocations of "merit," "excellence" and "meritocracy." This book extends the discussion of antiracism to highlight linguistic racism and the centrality of poetics in the discourse and language of antiracism. The contributors discuss how language is used and how race and racism are expressed in everyday practice.

Engineers Becoming Managers: From the Classroom to the Boardroom, by Peter Hughes (Xlibris, 436 pages; \$34.99 hardcover, \$24.99 cover). This book rests on three distinct cultures: applied science, engineering and management. In Part I, the reader is assumed to be in engineering school, surrounded by the applied science culture. In Part II, the reader has an engineering position and must incorporate that culture, which includes management activities. In the last part the reader is heading for senior corporate management. All three cultures must be thoroughly absorbed over course of this career. The book raises key issues and provides guidance for each step.

COMPILED BY AILSA FERGUSON


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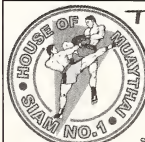
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QUEBEC NATIONHOOD

The Constitution should recognize the existence of a French nation, located largely in Quebec

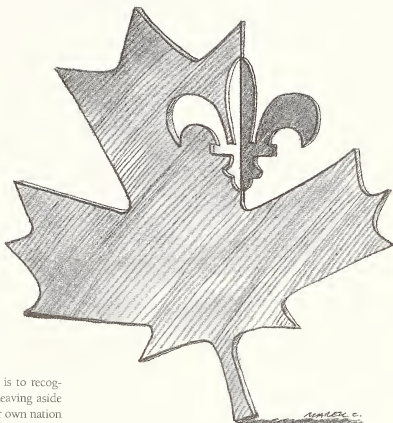
By PAUL GROARKE

THE LIBERAL LEADERSHIP CAMPAIGN IS NOW OVER and the debate over the question of whether Quebec is a "nation" seems to have suddenly stopped. This is in spite of the fact that the prime minister and Parliament have now passed a resolution stating that the Quebecois constitute a nation. My own guess, from reading all the copy, is that most of the people who take a professional interest in the constitutionality of the matter are relieved that the resolution has no constitutional significance. This is regrettable; I am firmly convinced that Michael Ignatieff's suggestion deserves further discussion.

Many commentators are understandably nervous about the spectre of a resurgent nationalism in Quebec. The fear on the federalist side seems to have been that the recognition of a French nation will bolster the fortunes of the sep-

arartists. Many separatists share this view. The real problem, however, lies in accepting such a proposition. It is a mistake to conclude, from the mere fact that there is a French nation in Canada, that Quebec should be an independent state. The first tenet does not entail the second.

The place to start, in defending federalism, is to recognize that there are many nations in Canada. Leaving aside Quebec, there are the Acadians, who form their own nation of French-speaking people. We speak of the "first nations" in referring to Aboriginal Peoples. There is a Métis nation, tested in battle. It is notable that the analysis breaks down on the English side but that is because English-speaking Canada contains a mosaic of nations and ethnicities. The people of Newfoundland conceivably form a nation; but the



PAUL GROARKE

West has been populated by immigrants and strangers who do not share a common lineage.

My issue with the parliamentary resolution is of a different order. Like the resolution that was put before the Liberal leadership convention, it should be taken further. We need to stop avoiding the most important issues in the country. The Canadian Constitution should recognize the existence of a French nation, located largely in the province of Quebec. Although Quebec is a multicultural society with a cosmopolitan urban life, it is the logical home, at least, of such a nation. How can anyone ask whether this nation should be recognized? That is like asking whether these French-speaking Canadians are entitled to respect their collective past. How can anyone deny them that?

The dangers of nationalism are well known. But the existence of a French nation in Quebec and Canada is not mysticism or mythology. It is the deepest kind of human history. The existence of nations is based on our connection to our families. This cannot be denied. The idea of a nation does not have to contravene the concept of universal rights or the values of tolerance and justice for all. It is wrong to deny any people their identity, and if the only way to keep Canada together is to deny the French nation in Quebec its proper recognition, we need a new concept of the country, one that can accommodate a larger view of who we are.

There were serious legal difficulties with Brian Mulroney's assertion that Quebec is a distinct society. There is something reckless in a sweeping decree that Quebec is a society that is inherently different from other societies. It is far more prudent to restrict ourselves to the facts and say that there is a French-speaking nation in Quebec. This is fair to both sides. It leaves the legal ramifications of such a statement to be decided carefully on a case by case basis.

The timing of any new constitutional negotiations is a delicate issue. Long before we enter into such negotiations, however, the federal government needs to set out the principles on which it will proceed. The first step in doing so is to honestly recognize the facts of the case. There is a French nation in Quebec, which remains conscious of its identity and proud of its collective past. This nation has a unique place in the history of the country.

The French nation in Quebec should be recognized: legally, politically, socially. It is one of the essential facts of the country. The message for the rest of Canadians is clear: if we cannot acknowledge this, we will force many French-speaking Quebecois to seek a different kind of future. Who can blame them? If we lose Quebec, it will not be because our leaders have solemnly agreed to honour the identity of our founding peoples, in whatever country we are struggling to survive.

Paul Groarke is an associate at Victoria College's Northrop Frye Centre, which encourages research in the human sciences.

ON THE OTHER HAND A Sight Too Clear

By NICHOLAS PASHLEY

HERE COMES THE FESTIVE SEASON AGAIN, THAT glorious time of year when police leave is suspended while we celebrate a significant religious occasion by throwing alcohol down our gullets. Funny thing, human nature, as I was saying to the cat just recently.

As we all know, there are many ways of measuring and evaluating universities. (Excuse me if I seem to be jumping around subject-wise here, but it will all make sense in the end. As much as it ever does.) What makes a student choose to attend any given university? Academic reputation, choice of courses and programs, nice old buildings, excellence of the bookstore — all of these and more. Some people just like a good party school. I think I have something for this group.

The name of Manchester University, located in north-western England, keeps cropping up as a centre for, well, fun. I believe it was Manchester University that featured in a story I read five or so years ago about a female student who couldn't afford the red wine she preferred so took to drinking beer when she went out with friends. In a fairly short period of time she observed a dramatic increase in, erm, her bra size. I draw no conclusions, but it's scientifically interesting.

Then three months ago *Private Eye* magazine ran in their Quote of the Week the following citation from the *Sunday Times*: "Its students have a reputation for sex and drug-taking, yet Manchester University attracts more applications than any other College." This seems the sort of observation for which the word "duh" was invented. But MU is not just about extreme behaviour. Not at all. I read last month on the BBC website about a fascinating scientific study performed by MU researchers, one that might explain plenty about human nature.

A former girlfriend once sent me a fridge magnet on which were printed the words: "Beer — helping ugly people get lucky since 1827." I'm not sure what point she was trying to make (I met her at a brewery) but it's been going on a lot longer than that. Beer was domesticated

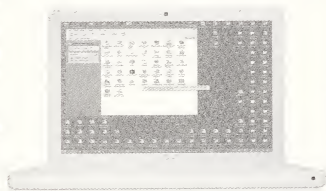


about eight to 10 thousand years ago and it coincided with a population boom and — not to exaggerate the impact of beer — the birth of civilization. I'm not suggesting that humans hadn't figured out sex before beer came along but it certainly helped the process. Some of you may have noticed this in your own lives. A number of my wife's family members, for instance, have birthdays in September, nine months after the festive season.

Early beer made ancient Mesopotamians more attractive to one another and alcohol has been performing that vital function ever since. Yet only now have Manchester University researchers come up with a formula for calculating the so-called "beer goggles" effect. (I'm guessing they had little difficulty finding subjects for their study.) You'd be wrong to assume it's all about the level of intoxication. The complicated MU formula also considers the smokiness of the room, the luminance of the "person of interest," measured in candelas per square metre, distance from the "person of interest" and something called "Snellen visual acuity," i.e., how good the person's eyesight is. In other words, someone glimpsed dimly across a smoky room is likely to look pretty darn good to a myopic boozehound. We knew that already but the MU formula can tell us exactly how good. A score of more than 100 means va-va-voom. Less than one means all the beer in the world isn't going to help.

Here's another thing. We keep reading that birth rates in most western countries are plummeting, a fact — I can't help noticing — that spookily coincides with the trend towards banning smoking in bars. Just a coincidence? I'm not so sure. Perhaps people of childbearing age are simply seeing each other too clearly, and our very future is at stake. Our lungs are pinker and healthier, but what are we giving up? Perhaps Manchester University scientists can develop a non-toxic synthetic smoke that can be harmlessly pumped into bars. We have to do something.

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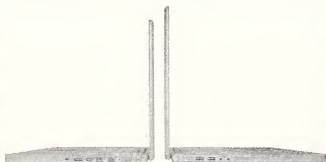
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IN MEMORIAM

Antle Embodied Values of Social Work

By Ailsa Ferguson

BEVERLEY ANTLE, AN ADJUNCT Associate professor in the Faculty of Social Work and an academic and clinical specialist in the Department of Social Work at the Hospital for Sick Children, died Nov. 11 in a car accident. She was 47 years old.

Born in Newfoundland, Antle attended Memorial University, receiving her bachelor of social work in 1980 and master's degree in 1990. And it was in Newfoundland that she began her career in social work, serving as a social worker with the Children's Rehabilitation Centre from 1980 to 1989 and as director of the centre from 1989 to 1993 before coming to the University of Toronto to pursue doctoral studies. She received her PhD in 1998.

As a PhD candidate, Antle worked as a teaching assistant and as a research associate. She taught as a sessional instructor from 1999 until 2003 when she was promoted to adjunct associate professor. She taught courses on health, illness and disability, health and mental health and integration of research and practice. As well she supervised student practicum placements, supervised student theses and was a guest speaker in many classes.

"Dr. Antle was a highly regarded colleague and researcher, an outstanding teacher and a dear friend



to many of us in the Faculty of Social Work and the profession," said Professor Cheryl Regehr, dean of social work.

Antle brought a 25-year history in pediatric health care and a long-standing interest in fostering family-centred care to her research activities. She played a lead role in developing and studying novel clinical approaches aimed at improving the overall quality of life for young people with PKU (phenylketonuria) — a genetic disorder characterized by the inability of the body to utilize the essential amino acid, phenylalanine — and other complex, chronic health conditions. As director of the PKU program at the Hospital for Sick Children, she was the first social scientist to lead a leadership position in metabolic genetics in Canada and developed innovative psychosocial interventions to enhance quality of life.

Among her areas of interest and expertise were improving patient and family participation in treatment, fostering successful transitions for young people with chronic health conditions and developing professional interventions to support parents of these young people, as well as bioethics and the complexity of treatment decision-making.

Antle was a tireless advocate for the profession of social work. Her interest in bioethics and social work's contribution to complex ethical decision-making led to her influential role as lead author of the revised Canadian Association of Social Workers Code of Ethics. She was invited to speak on ethics by social work associations across Canada, from Newfoundland to the Northwest Territories. She was serving her second term as president of the Ontario Association of Social Workers when she died.

"Beverley was an extraordinary person who embodied the values and principles of the social work profession," said Ted McNeill, director of social work and child life at the Hospital for Sick Children. "Her many contributions will be long remembered and her tragic loss will be profoundly felt by all of us who knew her as a friend and colleague. Her energy, compassion and intellectual curiosity will be very sadly missed."

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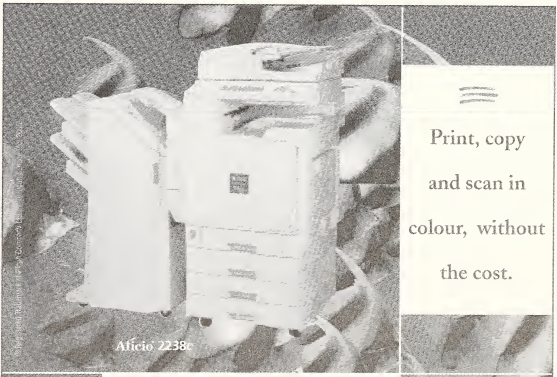
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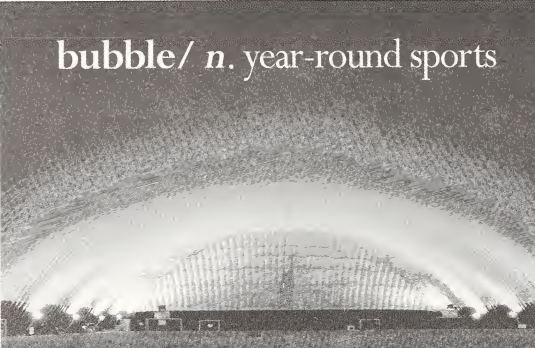
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**LECTURES****Diabetes, Obesity and the Brain.**

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Prof. Michael Schwartz, University of Washington; John K. and Mary E. Davidson lectureship and award. 3154 Medical Sciences Building. 4 p.m. Physiology

The Zagros Campaigns of the Ur III Kings: New Insights.

WEDNESDAY, JANUARY 10

Douglas Frayne, Near and Middle Eastern civilizations. 142 Earth Sciences Building. 8 p.m. Canadian Society for Mesopotamian Studies

SEMINARS**Homelessness, Health and Space of Care in the Deinstitutionalized City.**

WEDNESDAY, DECEMBER 13

Joshua Evans, doctoral fellow, McMaster University; Prof. Katherine Boydell, psychiatry discussant. 618 Health Sciences Building. 3 to 5 p.m. Health Care, Technology & Place

The Islet in Type 2 Diabetes.

FRIDAY, DECEMBER 15

Prof. Peter Butler, University of California at Los Angeles. Lebovic Building, Mt. Sinai Hospital, 60 Murray St. 8 a.m. Burning & Best Diabetes Centre

Genome-Wide Scans for Adaptively Important Polymorphisms in *Arabidopsis thaliana*.

FRIDAY, DECEMBER 15

Prof. Magnus Nordborg, University of Southern California. B142 Earth Sciences Building. 3 p.m. Plant & Microbial Biology Program

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Old Families and Recent Gifts.

Selected important works from the U of T Art Collection and recent gifts. Laidlaw Wing, University College. Hours: Tuesday to Friday, noon to 5 p.m.; Saturday, noon to 4 p.m.

**DORIS MCCARTHY GALLERY
U OF T AT SCARBOROUGH****Micro/Macro: Robert Wiens and Melissa Doherty.**

TO DECEMBER 17

Robert Wiens, watercolour studies; Melissa Doherty, paintings. Gallery hours: Tuesday to Friday, 10 a.m. to 4 p.m.; Sunday, noon to 5 p.m.

**BLACKWOOD GALLERY
U OF T AT MISSISSAUGA
18 Beckett**

TO DECEMBER 21

Eight international artists present their work in and around the gallery; exhibition highlights formal and conceptual strategies that artists are exploring in relation to Beckett's work. Gallery hours: Monday to Friday, 11 a.m. to 5 p.m.; Sunday, 1 to 5 p.m.

THOMAS FISHER RARE BOOK LIBRARY**Extra muros/Intra muros:
A Collaborative Exhibition of
Rare Books and Special
Collections at the University
of Toronto.**

TO DECEMBER 22

An exhibition highlighting the rare books and special collections at colleges and institutions in and around U of T. Hours: Monday to Friday, 9 a.m. to 5 p.m.

**ERIC ARTHUR GALLERY
FACULTY OF ARCHITECTURE,
LANDSCAPE &
DESIGN****Detours: Tactical Approaches
to Urbanization in China.**

TO MARCH 10

Exhibition focuses on projects by Chinese architects that critically engage urban development in China today. Gallery hours: Monday to Friday, 9 a.m. to 5 p.m.; Saturday, noon to 5 p.m. Medical Sciences Building. 4 p.m.

DEADLINES

Please note that information for the Events listing must be received at The Bulletin offices, 21 King's College Circle, by the following times:

Issue of January 9 for events taking place Jan. 9 to 23: **TUESDAY, DECEMBER 12.**

Issue of January 23 for events taking place Jan. 23 to Feb. 6: **TUESDAY, JANUARY 9.**

For information regarding the Events section please contact Ailsa Ferguson at 416-978-6981; ailsa.ferguson@utoronto.ca

COMMITTEES**ADVISORY**

FACULTY OF ARTS & SCIENCE
External review committees have been established to review the Department of Linguistics and the Celtic studies program. Jan. 11 and 12 and the first-year seminars/research opportunities programs 1997, 2000 and 2001 Jan. 26.

Department of Linguistics and Celtic Studies Program
Professor Robert Larson, Department of Linguistics, Stony Brook University; Catherine McKenna, Margaret Brock Robinson Professor of Celtic Languages & Literatures, Harvard University; and Margaret Speas, admissions director, Department of Linguistics, University of Massachusetts.

First-Year Seminars/Research Opportunities
Professors Robert Megginson, associate dean (undergraduate and graduate education), University of Michigan at Ann Arbor; and Sharon Palmer, assistant vice-provost (undergraduate education) and director, freshman and sophomore programs, Stanford University.
The committees would be pleased to receive comments from interested persons. These should be submitted to Professor Pekka Siivola, dean, Faculty of Arts & Science, Room 2005, Simcoe Hall.

REVIEW

DIRECTOR, CENTRE FOR THE STUDY OF THE UNITED STATES
A search committee has been established to recommend a director of the Centre for the Study of the United States.

Members are Professors David Klausner, vice-dean (interdisciplinary affairs), Faculty of Arts & Science (chair); Emily Gilbert, geography and Canadian studies, University College; Pamela Klassen, study of religion; Ken Mills, director, Latin American studies; Ron Pruessen, history; and Melissa Williams, director, Centre for Ethics; and Alex Gold and Angie Hudson, undergraduate students; Charlie Kroll, director, cinema studies; Innae College; and Ida Ferrinho, assistant to the dean (interdisciplinary affairs), (secretary).

The committee would appreciate receiving nominations and comments from interest persons of the university community. These should be submitted to Professor David Klausner, vice-dean (interdisciplinary affairs), Room 2005, Sidney Smith Hall.

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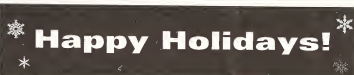
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CAMPUS COMMUTE

Time to overhaul Toronto's streetcar system, professor says

By AMER SHALABY

FOR MANY STUDENTS and staff, commuting to the university is a painful experience. Granted, you can walk or bike if you live near campus. If you live far from the university but close enough to a subway station, you can still conveniently walk to the subway for a fast train ride to the downtown campus. But, if you are like many in the U of T community who live in other parts of Toronto, your options are anything but attractive: you can drive all the way to campus (not a very good idea, and expensive, too!), drive to a subway station (good luck finding a parking space after 8 a.m.!) or take a bus/streetcar directly to the university or to the subway.

The last option could be the best for many U of T commuters except that most buses and streetcars in Toronto spend an exceedingly long time travelling alongside and in constant friction with general traffic, making any trip by bus or streetcar much longer and less reliable than it should be.

For better or for worse, public transit featured prominently in the campaigns preceding the recent municipal elections in Toronto. A noisy debate emerged concerning the merit of new transit initiatives in Toronto, specifically the ongoing upgrades of the 512 St. Clair streetcar route into a higher order transit service with a dedicated right of way.

Decried as ineffective and excessive, the St. Clair streetcar upgrades came under direct attack by some municipal candidates and suggestions were made to scrap the project or seriously tone it down. While public debate is a healthy exercise, scientific evidence and facts have sadly taken a back seat to emotions and opinions in the St. Clair transit debate.

Recently, I participated in a seminar in Melbourne, Australia, where studies from Melbourne and Toronto have consistently shown the negative impacts of running streetcars mixed with traffic. These impacts can be summarized as:

1. **Low speed of streetcars.** Traffic-impeded streetcars in Toronto have an average speed of 15km/h, while world-class light rail lines with exclusive rights of way achieve average speeds of up to 30km/h.
2. **Poor reliability of streetcars.** Traffic-impeded streetcars in Toronto often arrive late at service stops. In many instances they arrive full, forcing people to wait even longer for the next streetcar. In contrast, modern streetcar lines with dedicated rights of way typically feature on-time service. Passengers are rarely left behind due to packed streetcars.
3. **Poor efficiency and safety of the streetcar corridor.** Vehicular traffic also suffers without segregation from streetcars because of the frequent streetcar stops that bring other traffic



behind them to a halt. This problem is particularly acute in Toronto where the majority of streetcar stops are curbside, requiring passengers to walk between the sidewalk and the streetcar while general traffic in all lanes behind the streetcar is stopped. Needless to say, the safety of streetcar passengers crossing in front of traffic to get to or from the curb is far less than ideal.

The U of T's downtown campus community may be familiar with these problems along College Street. College streetcars travel at low speeds with poor reliability records. Bicycle and vehicular traffic are delayed frequently at curbside streetcar stops, inflicting undue delays on the following streetcars. And the safety of students and staff is jeopardized daily at curbside stops where they have to cross in front of traffic to get on or off streetcars.

Opponents of the St. Clair right of way have presented alternate proposals involving transit improvements during the morning and afternoon peak hours only. This is problematic as mixed-traffic operations and left-turning vehicles already seriously impact off-peak streetcar reliability. In addition, such impacts can only be expected to worsen without a protected right of way as off-peak auto traffic continues to increase disproportionately. Other proposals to remove rather than improve existing streetcar platforms along St. Clair Avenue are also not helpful.

The Melbourne seminar, ironically entitled *Tram Planning Lessons From Toronto*, highlighted the important lesson of how far Toronto trails its world-city counterparts in modernizing its streetcar system. Melbourne, for instance, is taking serious steps to improve its vast streetcar system (the largest in Australasia, western Europe and North America). Through its *Think Tram* initiative and *Premium Service* projects, Melbourne boasts a streetcar system with large sections operating in dedicated rights of way, modern low-floor vehicles with on-board ticket and validation machines and accessible *Super Stops* with advanced real-time passenger information services, to name a few.

While other world cities are making rapid progress in modernizing their streetcar systems, mainly through segregation in dedicated rights of way, Toronto is dead last among its peers. Our streetcar system has the highest proportion of track length operating in mixed traffic (about 89 per cent). It is unfortunate that attempts to improve this situation are subject to years of debate and delay.

Amer Shalaby is a professor in the Department of Civil Engineering who specializes in public transportation.